

APPENDICES

The Importance of Having Breakfast for Students

Why students must having breakfast? Because on of ~~the~~ the research said that students who eat a healthy breakfast tend to have better concentration the students who skip breakfast altogether. When the day starts with breakfast, students can focus.

In my experience, I also found that when I'm not having a breakfast, I can't focus with the study and become ~~not~~ distracted more easily.

Breakfast means "breaking the fast" as it could be up to 10 hours ~~since~~ since ~~we~~ we ate our meal. Research shows that people who eat breakfast ~~regularly~~ regularly are less likely to be overweight or obese.

People who eat breakfast are more likely to meet their recommended dietary intakes for vitamins and minerals compared to those who skip it.

Sometimes we usually ~~forget~~ can't having breakfast because we don't have enough time in the morning. Certain breakfasts can be prepared the night before letting oats soaks overnight in a bowl with yoghurt and fruit is delicious in the morning.

There ~~are~~ is some example of a simple breakfast menu:

- whisk eggs, water, salt and pepper
- spray 8 inch (20cm) non stick skillet with cooking spray. Heat over medium heat.
- Pour in egg mixture. As eggs set around edge of skillet, with spatula, gently push cooked portions toward centre of skillet. Tilt and rotate skillet to allow uncooked egg to flow into empty spaces
- when eggs

**PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS
ATAU HORTATORI BAHASA INGGRIS**

Para siswa yang kami hormati:

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Jurusan : IPA
Kelas : XI IPA 3

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- a. The importance of having breakfast for students
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The Importance of Having breakfast For student

In Indonesia 2019, the largest population is teenagers and most of them are still in school. Most schools in Indonesia impose school entry at 6.30 a.m and go home at 3.00 p.m. With all its busy activities most students are not too concerned with food intake, one of them is breakfast. Whereas breakfast has many benefits for students including making students more concentrated with the lesson, I can more easily understand the lesson, prevent drowsiness, more excited in living the day. If we don't have breakfast in the morning it also has a negative impact on students.

We as students in the future should prioritize breakfast because it has a lot of good impacts in our lives.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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The importance of having breakfast For Student.

Why Breakfast its importance for student?

Breakfast isn't just importance for student, but anyone who start they daily activity in the morning must have breakfast, cause breakfast will give you energy to start your daily activities.

And Why or What the consequence if you not having breakfast before start daily activity?

So, if you not having breakfast before start activity, you will not have full energy and your feel isn't good to start your daily activities, you will feel tired to various jobs, small job or large. And would influence your mood.

And if you not accustomed to have breakfast you would start this accustomed now, its would help you to having full energy to start your activities.

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 Kelas : XI IPA 3

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The Importance Of having breakfast For student

First of all, I just want to conclude that STUDENT SHOULD HAVE A TIME TO DO A BREAKFAST! why we as student should do a breakfast? Study show that if we do a breakfast it will support cognitive function and it also restore a glucose level and it contains an energy that we need for activities. To summarize why we need as a student need to do a breakfast is like forcing a car to run without a gasoline.

So why then majority of Indonesian student didn't do breakfast? BECAUSE WE ENTER THE SCHOOL AT 6 AM. Who in the right mind do this? we can't eat a breakfast if we enter school so early. Why is it? because preparing and buying a breakfast is so hard, make a breakfast? good luck waking up at 5 AM to prepare a breakfast and we need 9 hours to sleep say that we sleep at 9 PM we will be waking up at 6 AM not 7 AM so you only sleep 8 hours instead 9 hours if you always sleeping 8 hours. A joy you will be easier to die. And what about buying a breakfast? NO SHOP OPEN THAT EARLY. and what about muslim that always waking up at 5 AM? surely they can enter school at 6 AM. NO, YOU NEED TO THINK ABOUT NON MUSLIM PEOPLE.

So what do i propose from this? I propose that as a student we must have a time to do a breakfast. How can we achieve that goal? GOVERNMENT SHOULD CHANGE THE RULE ABOUT ENTERING SCHOOL. Instead of entering school at 6 am we should enter school at 9 AM to have a time to do breakfast. and that's it, it was all that I want to say, thanks for reading my text god bless you.

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 Sekolah : SMAN 13 JAKARTA
 Jurusan : IPA
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Q. The Importance of having breakfast for Students

In a morning, people tend to skip their breakfast. There are many benefits of having breakfast. Here are two reasons why it is important.

Having breakfast helps us feel more focused for the coming day. When we study at school and didn't have breakfast before, having breakfast in the morning not only fuels us until lunchtime but actually gives our brain the essential energy to function and focus better on tasks. So we can concentrate more.

Having breakfast will also control our appetite. If we don't eat breakfast, we are much more likely to end up snacking throughout the morning, which could pile up the unhealthy calories. Stay away from overly refined snacks with added sugar. So if you do feel like snacking, have some slice of fruits.

Breakfast provides ~~ever~~ energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy. As an example, boys aged 7-10 years should consume approximately 1970 kcal per day and girls aged 7-10 years should consume approximately 1740 kcal.

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Jurusan : IPA
Kelas : XI IPA 3

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Topics: (the importance of having breakfast for students)

We know some of us as students have a busy schedule even some of us to forget about breakfast, but why is breakfast so important?

According to research, breakfast is very important for our body, breakfast provides energy for us to go to school, making it easier for us to absorb various ~~energy~~ knowledge in school and research also says, people who have breakfast every day have a higher memory than those who rarely eat breakfast and also those who rarely eat breakfast have a greater risk for heart attack.

Based on the data above we know that breakfast needs to be our obligatory ritual before leaving for school, so from now on let's not forget about breakfast again.

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Jurusan : IPA
Kelas : XI IPA 3

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The Importance Of Having Breakfast For Student

Breakfast is a great way to give the body the refueling it needs. Kids who eat breakfast tend to eat healthier overall and are more likely to participate in physical activities. You probably heard it from your own parents: Breakfast is the most important meal of the day. But why is that? Let's check it out.

If you skip breakfast, you will feel tired, restless, or irritable. In the morning, The bodies need to refuel for the day ahead after going without food for 8 to 12 hours during sleep. Mood and energy can drop by midmorning if they don't eat at least a small morning meal. Also, people who don't eat breakfast often consume more calories throughout the day and are more likely to be overweight.

Choosing breakfast foods that are rich in whole grains, fiber, and protein while low in added sugar may boost your attention span, concentration, and memory. People who eat breakfast are more likely to get fiber, calcium, and other important nutrients. Also, you can tend to keep their weight under control, have lower blood cholesterol levels and fewer absences from school.

Good sources of these nutrients include: Carbohydrates, protein, fiber. Carbohydrates, it can makes your body feel energized, for example: brown rice, muffins, fruits, vegetables, etc. Protein, it can makes your immune stronger, Soybeans, beans, eggs. And last fiber, it same likes carbohydrates.



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Kelas	:	<u>XI IPA 3</u>

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b. Why students must love sports?

Because sports made us to be health. Students must have positive activity and sport one of positive activity, sports is also easy to do with us ~~to~~ ^{just} walking we already train our muscles. In sports we trained everybody, our body, health, endurance, and our physic. We are students must learning everytime and everywhere like ~~to~~ ~~the~~ what our teachers said. But we must have holiday and holiday can do ~~sports~~ some sports and refreshing our brain.

When you have free time you can do some sports, but if you tired don't some sports. Cause our body need rest sleep or brewh. We can't over do it in any case. Some sports can bring us to scholarship favourite school. Sports very important for all but we ~~must~~ mustn't over do anything. Students ~~to~~ must to learning to students have balancing in them life. That's why students must love sports.

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Jurusan : IPA
Kelas : XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

Topics:

- a. The importance of having breakfast for students
- b. Why students must love sports
- c. Why English is still important to learn
- d. Why students must not have a girlfriend or boyfriend
- e. The advantages of going to a city museum for students
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- h. The disadvantages of watching TV for students
- i. Why students have to love mathematics
- j. The advantages of English club in a school

b. Why students must love sports

Sports is the most important things in humans life, there are so many different sports. Sport is humanity important institutions for several reasons.

Sport will increase the capacity in your brain and lung and sports increases energy and Serotonin in the brain. Serotonin is a hormone that functions as a modulator of the working capacity in a brain that includes regulating emotional stability. Sport is important for our mindset

Sport give more energy. Even doing it 30 minutes a day. A person will feel better energetic throughout the day.

Sport will avoid illness. Research shows that sport can slow down and prevent heart disease, stroke, high blood, cholesterol, diabetes, osteoporosis, overweight, besides that sport will get good relationship, doing sports can make a lot of friends too,

Doing sports will get many advantages for life, finally sport is important for our life

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

Para siswa yang kami hormati:

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Petunjuk Umum

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama	: Agung Bintang Pramayudha
NIS/NISN	: 19831/0031583703
Sekolah	: SMAN 13 Jakarta
Jurusan	: IPA
Kelas	: XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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Why student must love sports.

Those two compete in sports at the highest level do so because they have an innate desire to compete and win. For the fans on the outside, my self included, our love for sports is born out of the camaraderie that it creates and the sense of community that it fosters.

Look at the most recent super bowl champions, the new England Patriots, and how their fans reacted on parade day following their victory. People from all walks of life, from south Boston to Harvard University and the Massachusetts Institute of technology, joined together to celebrate their team's success.

We love sports because no matter how bad our day has been, the moment that the game begins, it becomes our sole focus for the next few hours. We feel as though we are a part of something much bigger than all of us, and that our fandom is driving the players toward success.

International competitions bring out everyone's patriotic side too, as even the most casual sport fan has a vested interest in the competitions, if not for the love of the sport then at least for the love of their country.

For me, sports have always meant family time. I would sit down with my dad, mom and sisters, and we would cheer on our favorite teams. We were together in both victory and defeat. Sports draws so many people in, as it gives everybody something to root for and believe in.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama	:	Putri Shinta Maharani
NIS/NISN	:	0019745673
Sekolah	:	SMAN 13 JAKARTA
Jurusan	:	IPA
Kelas	:	XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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- The advantages of English club in a school

Why Student's must love Sport

Sport are crucial part of students growth and development. They help in the development of mental health and physical fitness of the body. Through participation in sports and games, a student gains various skills, experience and confidence that are helpful for development their personality.

Given below are the reason why students must love Sport :

•> Improves physical and mental health

One of benefit of sport is to boost the physical and mental health of a student. Sport is played between teams in a healthy competitive environment which ensures that the student remains active and fit.

•> Empower student's with life skills

While sports not only help in developing physical and mental health, it also develops the life skills of a student's personality.

•> Learn time management and discipline

Constructive use of time and discipline is a major characteristic of any sport person. If a student plays a sport, he/she needs to show the commitment of time to be in a particular place at a particular time everyday as a part of their routine.

•> Improved leadership and team building qualities

Sport is all about team work.

•> Winning and losing is all part of the game

Sport is not always about winning, sport is all about fairplay.

•> Boost self - Confidence

Scoring a goal, hitting a six or winning a race not only makes a student happy but also it boosts their confidence.

So, student's must love sports because it is very important for development self.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama	: Aditya Trilaksana
NIS/NISN	: 0026634510
Sekolah	: SMA N 13 Jakarta
Jurusan	: IPA
Kelas	: XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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- The advantages of English club in a school

Topic : Why English is still important to learn

In Indonesia, English belong to the one of foreign language. All of school in Indonesia made English as a main lessons. But, that still many people think; especially people who not come from the town, consider that there is not too important to learn English. According to them, we live in Indonesia, and we don't need English in our daily activities. So, why we must study English?

Yet, if we look at it from a global perspective, we'll find how important English is. For the best example, we live in globalization era, the era where our connection with the world takes place without limits.

For the conclusion, I think it's very important to learn English.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : HaniFah Norul Aini
 NIS/NISN : 19945
 Sekolah : SMAN 13 Jakarta
 Jurusan : IPA
 Kelas : 11 IPA 3

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Topics : Why English is still important to learn.

English is the most popular language in the world. That's why English is still important to learn, specially for students. Many people in Indonesia didn't think English is important, but they wrong, because if we want to study abroad at least we should got TOEFL or IELTS. Or if we won't study abroad, we can use English when we ~~have~~ are have a vocation in another country.

We can't understand every language, but we can speak English because every ~~people~~ one in another country speak English as mother language.

English also important for you who likes books from ~~abroad~~ abroad. If you want to wait until the books get translate, that's will take a long time.

And if you like band or singer from abroad, you can be translator because that's one of the biggest dream of fan-girl or fan-boy.

And last but not least, if you can speak English, you'll look smart.

English is so important, that's why we must to learn it.

~~That's~~ English is difficult because we didn't wanna learn it.

Understand English will give us advantages, because it will make us to be succes (if we want to effort).

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Monica Yulianti
NIS/NISN : 0030773374
Sekolah : SMA Negeri 13
Jurusan : IPA
Kelas : XI

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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~~Why~~ ~~Why~~

^{why} Why English is still Important to Learn

On Saturday 12th, I have a casual meeting with my friend. And then, in our discussion that take 5-10 minutes, ~~some~~ one of my friend tell us about the importance of english. In ~~this~~ nowadays, if you want to join to ~~the~~ very very highly ranked college they doesn't ask for your toefl score anymore. They don't use it anymore, because toefl always use the optional exam which is each time you want to answer, you still have 25% ~~chance~~ chance to ~~make~~ ^{make} a right answer no matter how extreme the exam is. The highly ranked college ~~make~~ ^{sensational} ~~that~~ ^{made} decision because they thinking about "how about ~~the~~ erasing the old ways (toefl)", and they think toefl can maintain the creativity of student. Finally, the new challenger has come, and the challenger is IELTS. IELTS is made from England. Nowadays, those college that have a very very highly ranked use this english test. If you can graduate from IELTS at ~~the~~ level 8.0, you can go to anywhere you want. These college use the IELTS test because ~~because~~ they think this test will made a good ~~script~~ ^{script}, because this test will challenge the students from their imagination, improvisation, and criticism.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama	: Michael Gorgon Parulian Sihotang
NIS/NISN	: 40
Sekolah	: SMAN 13 Jakarta
Jurusan	: MEPA
Kelas	: XI

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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- j. The advantages of English club in a school

Nama: Ahmad Rafi Iltan

NIS / NISN: 19033 / 003454 5014

Sekolah: SMAN 13 Jakarta

Jurusan: IPA

Kelas: XI IPA 3

Analytical Exposition Text

Topic: Why English is still important to learn

Why English is still important to learn

English is one of the most spoken language in the world. It is a West Germanic language that was first spoken in England in the early Middle Ages. There are about millions of native speakers, and there are at least billions who are learning it.

Learning english is still important for us, especially for students. Knowing that the language is one of the most spoken language in the world, making it important for us to at least understand the language.

companies nowadays are becoming more international, and English is listed as an essential skill for more jobs. There are some organisations that conduct all their business in English, no matter where they are based. Because if you want the best paid opportunities, learning English is a great idea.

Because English is the most spoken language in the world, that means that learning English makes it much easier to travel anywhere. Such as plane announcements, emergency information and street signs are often written in English. Plus, many of the world's news outlets, such as television, newspapers, and magazine are produced in English.

Therefore, learning English is still important for us in this global era, it can make our life easier, because we can get to communicate with most people from all over the world with English, and learning it is better than not learning the language at all.

**PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS
ATAU HORTATORI BAHASA INGGRIS**

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Ahmad Rafi Ilhan
NIS/NISN : 19833 / 0034545014
Sekolah : SMAN 13 Jakarta
Jurusan : IPA
Kelas : XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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Topic => Why English is still important to learn

English is an important role in our life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit?

Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other.

If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere and someday.

That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, mall, and tourist destination.

Above all, don't be afraid to speak English. We must try to speak, even if we make mistakes. We can't learn without mistakes. So, speak English as much as possible.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Umum

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Temmy Trilukito
NIS/NISN : 20081/003954795
Sekolah : SMAN 13 Jakarta
Jurusan : IPA
Kelas : XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

Topics:

- a. The importance of having breakfast for students
- b. Why students must love sports
- c. Why English is still important to learn
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- h. The disadvantages of watching TV for students
- i. Why students have to love mathematics
- j. The advantages of English club in a school

Why English is Still Important to Learn

We all know that our mother tongue is Indonesian language. Also we know that speaking english makes us smarter and have better opportunity in job because English is an international language so we have ability to relate to people from every country.

It is true that Indonesia has 742 local language that are beautiful to say, and there are more language from other country. It is very unlikely for us to understand each other if we talk by our own language. So, most of the international trade agreements are english language.

English improves us to continue studies and specializations to everywhere. What is important to understand is that the English language is able to knock down a lot of barriers, including cultural ones. It allows us to relate and therefore to understand each other.

There were times when I felt unworthy and I had a very low self-esteem. But I learned that, with a bit of goodwill I can do it. So, in every journey, speaking my mind with confidence is helping me a lot to deal my problems. Especially english, helps me to speak my mind and my heart more louder and universal. It's make my mind or myself are counted in the world. So I will make my role in this world by speaking my mind universally

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama	: Dinda Kalista Padmahati
NIS/NISN	: 19899 / 0032556899
Sekolah	: SMA N 13
Jurusan	: IPA
Kelas	: XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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- The advantages of English club in a school

(c) Why English is still important to learn

English is a universal language. Most of country in the world use English as their first language. ~~Eng~~ Learning English is still important because we can communicate with many people in this world. Everyone recognize that English is an International language. It can be their first or second language.

Beside usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. Even, every product is using English nowadays. It tells you how to use it.

Some countries have their own languages as another language but also use English mostly in daily communication. There are a lot of English course now. We can easily come to that course to study English. Studying English is still important, because your English skill is used when you applying a job.

If you go to the other country, as a foreigner at least you have to know the basic of English. Finally the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive.

Job applicants who master English are more favorable than one who don't. The above facts prove that everybody need to learn English if he likes to greet the global era.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Aisyah Aida Riadi
 NIS/NISN : _____
 Sekolah : SMAN 13 JAKARTA
 Jurusan : IPA
 Kelas : XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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Why students must not have a girlfriend or boyfriend

I personally believe that being in relationship, such as boyfriend or girlfriend is such a common thing in this world. Why?

Firstly, we lived in modern era, we intend to follow viral thing, like in Instagram, Twitter and the others. Especially teenagers.

Secondly, Religion isn't our prioritize now. People are focusing for their happiness, beauty, wealth, throne.

Thirdly, Parents are focusing for their job, but not their kids.

Okay, so almost 2.2 millions, teenagers get unwed pregnancy. Because of the facts that I said above. People intend to focus on their thing, not their world, but truthfully our quality is also Indonesia's quality. People are social beings, who should care to others. Being in such relationship like bf or gf isn't help ~~to~~ ~~to~~ Indonesia for the best, but being more bad.

It's not only about your happiness, but everyone's happiness. Students still need education, not bf or gf. Focus on your education and build this world in the better situation. I repeat again, the impact if you have bf or gf

- ① It isn't help to build Indonesia's in better situation, but it just help you to build kids
- ② It's ~~was~~ such a waste
- ③ It's not gonna make you happy, why? because every relationship especially bf or gf will have an ending.

I don't need you to read this. But I need you to understand Indonesia's, your family and of course your situation.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama	: Aisyah Rohie
NIS/NISN	: 19838 / 0030614314
Sekolah	: SMAN 13 Jkt
Jurusan	: IPA
Kelas	: 11 IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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Topics : Why Students must not have a girlfriend or boyfriend

In a school usually has its own rules, but most schools do not allow students to have a girlfriend or boyfriend, because it can interfere with one's learning activities, dating can also lead to things that we don't want, and courtship is also not permitted in Islam.

In this day and age many students who are dating, maybe their way of thinking is different, maybe they are dating because to enthusiasm at school or something also.

In essence, a student must not have a girlfriend or boyfriend because with that it can cause their future is not good or not as he hoped long ago and dating also has many negative effects for those of us who do it.

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Yuni Safitri
 NIS/NISN : 20098
 Sekolah : SMA N 13 Jakarta Utara
 Jurusan : IPA
 Kelas : XI

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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The Importance of keeping the environment clean.

Environment is the place that always attach to our life. We live in the environment where we think it's comfortable for our lives, comfortable means we can do anything without any distractions such as noises and bad cleanliness.

In this era, people like to spend their time at home. Seven to ten percent students prefer spend their time at home after school to go somewhere with their friends. It has something to do with their laziness, they don't have a lot of activity at home. It's one of the importance of keeping the school clean, we have to keep it clean because we want to be comfortable with something we like. If we don't keep the ~~school~~ environment clean, we won't be at home and spend the time there.

The biggest issues in keeping the environment clean is people are too lazy to clean their home wreath. Even though, home wreath is the place where garbages mostly found. Although they provide trash bin in front of their house, they are too lazy to use it and don't care if it's full. The scattered garbages can invite flies. In Indonesia, Jakarta to be exact, We ignore flies near garbages place but we should know that, it is the source of diseases. Flies could spread many diseases if it close to human especially if it comes to human's foods. It could cause diarrhea and other stomach problems. Another thing is, the bad environment is really uncomfortable, we must don't want to be in our ~~environment~~ environment.

So, ~~the~~ we have to keep our environment clean due to our health and our convenience. If we like to do community service to clean our environment, it will keep our distance with flies so our foods will keep clean and spared with any diseases. If we success to keep the environment clean, we will be very comfortable to be at home and other people will feel the same.

- no clear thesis statements but the ideas are rather focused

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Adinda Salsabilla Putri
 NIS/NISN : 19821
 Sekolah : SMAN 13 Jakarta
 Jurusan : IPA
 Kelas : XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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- The advantages of English club in a school

Name = Nasywa Hani Atmaja, XI IPA 3.

Topics = The disadvantages of watching TV for students.

WN-22

The Disadvantages Of Watching TV for Students

Watching TV in this day and age has been very popular with some teenagers, especially school children. In addition to entertaining yourself, apparently there are many negative effects caused by watching TV. The following are the negative of watching TV for students.

First, lack of physical activity. Watching TV can cause children to be lazy to move and reduce their physical activity. Yet as it known that moves are very good for growth and development.

Second, impact of social development. Watching too much TV will reduce children's social activities with their friends. Social relationships that are not formed properly can affect children's behavior.

Third, consumerism. Watching TV will encourage children to be consumerism. That's buying things that they don't really need. Children will also be encouraged to eat unhealthy foods as advertised.

Fourth, give an excessive view of the world. TV programs often offer exaggerations of reality and appear hyperbolic. In addition, the number of programs that don't include an age rating makes children do not know which programs they may or may not see.

I hope, by knowing the negative impact of students watching TV, parents can further limit their children's watching TV.



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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Nasywa Hani - A -
 NIS/NISN : _____
 Sekolah : SMAN 13 Jakarta
 Jurusan : IPA
 Kelas : XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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Topics : The disadvantages of smoking for students

Have you ever seen a student smoking? if not, you are very lucky. Why? Because now, a lot of student who have smoked and not ashamed to smoke in public. Phenomenon regarding students who smoke very concerned because smoking have many dangers to health.

1. Lung damage.

Smoking cigarettes affect lung health because a person breathes in many dangerous chemicals.

2. Heart disease.

Cigarettes build up limits blood flow and can lead to dangerous blockages because tar in cigarettes can build up of plaque in the blood vessels.

3. Weakened immune system.

Smoking can weaken a person's immune system and susceptible to illness.

4. Source of air pollution

Smoking can produce unpleasant smoke and disturb people around.

Smoking has many negative effects for yourself and the other, so let's stop smoking. Especially smokers who are still students.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

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Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Anisa
NIS/NISN : 0027217787
Sekolah : SMA Negeri 13 Jakarta
Jurusan : IPA
Kelas : XI

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

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- j. The advantages of English club in a school

Why Students Have To Love Mathematics.

Math or mathematics is a subject that is well known by everyone, especially for students. With mathematics, our brain is trained to have a logic even to analyze various problems that are happens in our life. Maybe most of the Indonesian people doesn't like this subject because the level of difficulty from this subject, but, in fact, almost all of our lives require calculation for example, when we have some trading with someone and even when we were working in business, ~~we~~^{it} must be needed to solve the financial problems, like, bank, tax, etc. Not just in business, mathematics also be used in another topics, like physics, chemistry, even biology. That's why mathematics have many branches of learning, like algebra, function, opportunity, computation and it's also why several branches of study are combined with mathematics such as mathematical physics and mathematical chemistry.

The many branches of mathematics study reflect that in this life there must be a lot of problems related to mathematics and when the problem is too difficult to be solved by people, it will make people hate mathematics and that is the reason most people hate mathematics.

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

Para siswa yang kami hormati:

Berkenaan dengan penelitian yang berjudul **Profil Keterampilan Menulis Teks Eksposisi Analitis atau Hortatori Bahasa Inggris Siswa SMA di Jakarta: Survei di Lima SMA yang Mewakili Provinsi DKI Jakarta**, kami memohon agar kalian bersedia membantu kami dalam pemerolehan data. Penelitian ini berguna untuk memetakan bagaimana gambaran umum tentang keterampilan menulis bahasa Inggris siswa SMA di Provinsi DKI Jakarta, khususnya dalam teks eksposisi analitis atau hortatori. Data yang kalian berikan sangat penting dan dapat menentukan tercapai-tidaknya tujuan penelitian. Semoga penelitian ini dapat memberikan kontribusi bagi pengembangan pengajaran dan pembelajaran bahasa Inggris khususnya dan dalam dunia pendidikan pada umumnya. Atas segala bantuan dan perhatian kalian semua, kami mengucapkan terima kasih. Semoga kesuksesan belajar selalu mengiringi kalian.

Petunjuk Umum

Penelitian ini bertujuan untuk mendapatkan gambaran umum (profil) tentang keterampilan menulis teks eksposisi analitis atau hortatori bahasa Inggris siswa SMA di Jakarta. Jawaban terhadap permohonan penulisan ini tidak akan mempengaruhi hasil belajar kalian di sekolah tempat kalian belajar, dan tidak memiliki kaitan apapun. Semuanya adalah murni penelitian. Oleh karena itu, demi keabsahan hasil penelitian ini, lakukanlah secara jujur sesuai dengan kemampuan kalian.

Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Jhun Liong
 NIS/NISN : 19958 /
 Sekolah : SMA Negeri 13 Jakarta
 Jurusan : IPA
 Kelas : XI IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

Topics:

- The importance of having breakfast for students
- Why students must love sports
- Why English is still important to learn
- Why students must not have a girlfriend or boyfriend
- The advantages of going to a city museum for students
- The importance of keeping the environment clean
- The disadvantages of smoking for students
- The disadvantages of watching TV for students
- Why students have to love mathematics
- The advantages of English club in a school

Why student have to love Math

Mathematic is one of the most important subject. why important? because almost all subjects use basic mathematics like physics, chemistry requires basic mathematics like algebre and mathematical will be usefull for life

"Mathematics is the key to opportunity" that's what was said by National Research Council 1981, for a student the succes of studying mathematics will open the dor to a brilliant career, for citizens, will support the right dicsion making, for akounty, mathematics will prepare its citizens to compete in economics and technolegi based on its origin mathematics means knowledge gained by thinking

Mathematics isk the science of logic about the form of the composition of quantities and concept that relate to one another and are devide into 3 areas of analysis of geometry and algebras

PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

Para siswa yang kami hormati:

Berkenaan dengan penelitian yang berjudul **Profil Keterampilan Menulis Teks Eksposisi Analitis atau Hortatori Bahasa Inggris Siswa SMA di Jakarta: Survei di Lima SMA yang Mewakili Provinsi DKI Jakarta**, kami memohon agar kalian bersedia membantu kami dalam pemerolehan data. Penelitian ini berguna untuk memetakan bagaimana gambaran umum tentang keterampilan menulis bahasa Inggris siswa SMA di Provinsi DKI Jakarta, khususnya dalam teks eksposisi analitis atau hortatori. Data yang kalian berikan sangat penting dan dapat menentukan tercapai-tidaknya tujuan penelitian. Semoga penelitian ini dapat memberikan kontribusi bagi pengembangan pengajaran dan pembelajaran bahasa Inggris khususnya dan dalam dunia pendidikan pada umumnya. Atas segala bantuan dan perhatian kalian semua, kami mengucapkan terima kasih. Semoga kesuksesan belajar selalu mengiringi kalian.

Petunjuk Umum

Penelitian ini bertujuan untuk mendapatkan gambaran umum (profil) tentang keterampilan menulis teks eksposisi analitis atau hortatori bahasa Inggris siswa SMA di Jakarta. Jawaban terhadap permohonan penulisan ini tidak akan mempengaruhi hasil belajar kalian di sekolah tempat kalian belajar, dan tidak memiliki kaitan apapun. Semuanya adalah murni penelitian. Oleh karena itu, demi keabsahan hasil penelitian ini, lakukanlah secara jujur sesuai dengan kemampuan kalian.

Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama : Syahrul Rayhansyah
NIS/NISN : _____
Sekolah : SMAN 13 Jakarta
Jurusan : IPA
Kelas : XI-IPA 3

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

Topics:

- The importance of having breakfast for students
- Why students must love sports
- Why English is still important to learn
- Why students must not have a girlfriend or boyfriend
- The advantages of going to a city museum for students
- The importance of keeping the environment clean
- The disadvantages of smoking for students
- The disadvantages of watching TV for students
- Why students have to love mathematics
- The advantages of English club in a school

English Club In School

I have joined english club for almost 2 years, and I'm already serve as secretary of the club. By the way, the club has name. It's called English Thirteen Society. The club has 53 members. Actually, number of members is bigger than other languages members in this school. (example Japan club) but in fact we have less active members in ETS. This shows that there are many students from my school have low interest to join the English club. There are so many benefits you will be gained when you decide to join English club in school. First the advantage you will get is you can learn English leisurely without be constrained by school rules. Because English Clubs are more informal than English lesson you get in school. Secondly, English is the most widely used language in the world. It is appropriate to us that we should learn English. You can also meet your fellow friends who have a similar interest. It makes easier for you to learn. In conclusion, there are so many advantage you will have gotten when you join English club.



PERMOHONAN PENULISAN TEKS EKSPOSISI ANALITIS ATAU HORTATORI BAHASA INGGRIS

Para siswa yang kami hormati:

Berkenaan dengan penelitian yang berjudul **Profil Keterampilan Menulis Teks Eksposisi Analitis atau Hortatori Bahasa Inggris Siswa SMA di Jakarta: Survei di Lima SMA yang Mewakili Provinsi DKI Jakarta**, kami memohon agar kalian bersedia membantu kami dalam pemerolehan data. Penelitian ini berguna untuk memetakan bagaimana gambaran umum tentang keterampilan menulis bahasa Inggris siswa SMA di Provinsi DKI Jakarta, khususnya dalam teks eksposisi analitis atau hortatori. Data yang kalian berikan sangat penting dan dapat menentukan tercapai-tidaknya tujuan penelitian. Semoga penelitian ini dapat memberikan kontribusi bagi pengembangan pengajaran dan pembelajaran bahasa Inggris khususnya dan dalam dunia pendidikan pada umumnya. Atas segala bantuan dan perhatian kalian semua, kami mengucapkan terima kasih. Semoga kesuksesan belajar selalu mengiringi kalian.

Petunjuk Umum

Penelitian ini bertujuan untuk mendapatkan gambaran umum (profil) tentang keterampilan menulis teks eksposisi analitis atau hortatori bahasa Inggris siswa SMA di Jakarta. Jawaban terhadap permohonan penulisan ini tidak akan mempengaruhi hasil belajar kalian di sekolah tempat kalian belajar, dan tidak memiliki kaitan apapun. Semuanya adalah murni penelitian. Oleh karena itu, demi keabsahan hasil penelitian ini, lakukanlah secara jujur sesuai dengan kemampuan kalian.

Petunjuk Khusus

- Isilah identitas kalian berikut:

Nama	: Nauli Rachma Fawwaz
NIS/NISN	: 0098434130
Sekolah	: SMA N 13 Jakarta
Jurusan	: IPA
Kelas	: XI

- Dalam bahasa Inggris, buatlah tulisan/karangan sekitar 300-500 kata dengan memilih salah satu topik di bawah ini. Gunakan lembar jawaban yang disediakan di halaman berikutnya.

Topics:

- The importance of having breakfast for students
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- The importance of keeping the environment clean
- The disadvantages of smoking for students
- The disadvantages of watching TV for students
- Why students have to love mathematics
- The advantages of English club in a school

Name : WN_1	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTION	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	1
Organises each point and its elaboration into appropriate paragraphs.	1
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	1
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_2

Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	3
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	3
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_3	
Class : XI – Natural Sciences Program (IPA)	LEVEL

PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	1
Can locate and research relevant information.	1
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_4	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2

STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	2
Able to detect contradictory evidence.	1
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	1
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_5	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	

Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	1
Organises each point and its elaboration into appropriate paragraphs.	1
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	1
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	1
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	1
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_6	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2

Supports the opening statement with background information.	3
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	1
Organises each point and its elaboration into appropriate paragraphs.	1
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	1
Differentiates between fact and opinion.	1
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_7	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	1

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	1
Organises each point and its elaboration into appropriate paragraphs.	1
Sequences points from most effective to least effective.	1
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	1
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_8	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2

Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	3
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_9	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	1
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2

Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	1
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_10	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	

Understands the function of each stage.	2
Develops a well-sequenced plan.	3
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	3
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	1
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	3
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_11	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	1
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	1
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2

Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	1
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_12	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2

Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_13	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2

Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	3
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_14	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	

Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	1
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_15	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	1
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	1
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	1
Organises each point and its elaboration into appropriate paragraphs.	1
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	1

Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	1
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_16	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	1
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	1
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	1
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2

Differentiates between fact and opinion.	1
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_17	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	1
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	1
Uses emotive words.	1

Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_18	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	1
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	1
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2

Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_19	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	3
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2

Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_20	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	1
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2

Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_21	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2

LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident

Name : WN_22	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	1
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	1
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	1
Organises each point and its elaboration into appropriate paragraphs.	1
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	1
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	1
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_23	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_24	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTION	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	1
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	1
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	1
Develops a well-sequenced plan.	1
Organises each point and its elaboration into appropriate paragraphs.	1
Sequences points from most effective to least effective.	1
Can locate and research relevant information.	1
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	1
Differentiates between fact and opinion.	1
Uses emotive words.	1
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	1
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	1
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_25	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	1
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	1
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WN_26	
Class : XI – Natural Sciences Program (IPA)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	1
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	1
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	1
Differentiates between fact and opinion.	1
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_1	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_2

Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTION	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_3	
Class : XI – Social Sciences Program (IPS)	LEVEL

PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTION	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	3
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_4	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	

Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	3
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	3
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	3
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	3
Differentiates between fact and opinion.	3
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_5	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3

STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	3
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	3
Differentiates between fact and opinion.	3
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_6	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	

Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_7	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	1

Writes a strong statement of position.	2
Supports the opening statement with background information.	2
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_8	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	2

Supports the opening statement with background information.	3
Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_9	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	3

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	3
Develops a well-sequenced plan.	3
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	3
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	3
Differentiates between fact and opinion.	3
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_10	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	1
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_11	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	3
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	3
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	3
Able to detect contradictory evidence.	3
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_12	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	3
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_13	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	3
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	1
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_14	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	3
Develops a well-sequenced plan.	3
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_15	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	1

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_16	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_17	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_18	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	3
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_19	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	1

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_20	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_21	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	2
Supports the opening statement with background information.	3

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	3
Develops a well-sequenced plan.	3
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_22	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_23	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_24	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_25	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_26	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	1
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	1
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_27	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	1
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	1
Supports the opening statement with background information.	1

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	2
TEXT ORGANISATION	
Understands the function of each stage.	1
Develops a well-sequenced plan.	1
Organises each point and its elaboration into appropriate paragraphs.	1
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	3
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	1
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	1
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	1
Uses abstract and technical words appropriately.	1
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	1
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_28	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	3
Supports the opening statement with background information.	3

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_29	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	3
Supports the opening statement with background information.	3

Formulates an argument, selecting facts to support and elaborate a point of view.	3
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	3
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_30	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	1
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	2
Able to detect contradictory evidence.	1
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	2
Uses degree of certainty of modality in words selected.	2
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	2
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	2
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_31	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	3
STUCTURE	
Clear states a problem in the introduction.	3
Writes a strong statement of position.	3
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	3
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	3
Sequences points from most effective to least effective.	3
Can locate and research relevant information.	3
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	3
Differentiates between fact and opinion.	3
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	2
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_32	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	2
Uses a variety of strategies to persuade the audience and reinforce the position.	3
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	3
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	2
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	3
Uses emotive words.	1
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	1
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

Name : WS_33	
Class : XI – Social Sciences Program (IPS)	LEVEL
PURPOSE	
Understand and focuses on the purpose of an exposition.	2
STUCTURE	
Clear states a problem in the introduction.	2
Writes a strong statement of position.	2
Supports the opening statement with background information.	2

Formulates an argument, selecting facts to support and elaborate a point of view.	3
Uses a variety of strategies to persuade the audience and reinforce the position.	2
Identifies different forms of persuasive writing.	3
TEXT ORGANISATION	
Understands the function of each stage.	2
Develops a well-sequenced plan.	2
Organises each point and its elaboration into appropriate paragraphs.	2
Sequences points from most effective to least effective.	2
Can locate and research relevant information.	3
Able to detect contradictory evidence.	2
LANGUAGE FEATURES	
Aware of the needs of the audience.	3
Uses connectives and conjunctions to link ideas, contrast concepts, sequence thoughts and connect cause and effect.	2
Differentiates between fact and opinion.	2
Uses emotive words.	3
Uses degree of certainty of modality in words selected.	3
Uses abstract and technical words appropriately.	3
Uses reported speech to refer to expert comments and research.	3
Writes in the present tense and changes to past or future when appropriate.	2
Uses nominalisation to write with authority in passive voice.	3
LEVEL CODES 1 Consistently evident 2 Sometimes evident 3 Not evident	

BIOGRAFI PENULIS

KATARINA KRIHENI WIJAYANTI. Penulis skripsi ini akrab disapa dengan sebutan Katar. Ia lahir di Magetan pada tanggal 30 April 1997. Ia adalah anak ke lima dari lima bersaudara. Penulis tinggal di Kampung Baru Desa Ragajaya Kecamatan Bojonggede Kabupaten Bogor, RT 02/ RW 10 No.6. Ia berkebangsaan Indonesia dan beragama Katolik.

Penulis menuntut pendidikan dasar (SD) di SDN Sasak Panjang 01 selama enam tahun. Kemudian pada tahun 2009, penulis melanjutkan sekolah menengah di SMP Mardi Yuana Depok. Selepas lulus Sekolah Menengah Pertama, ia melanjutkan sekolah di SMA Mardi Yuana Depok pada tahun 2012 sampai 2015 dengan mengambil program Ilmu Pengetahuan Alam (IPA). Pada tahun 2015, penulis melanjutkan pendidikan di Universitas Negeri Jakarta dengan program studi Pendidikan Bahasa Inggris dan menyelesaikan studinya selama empat setengah tahun. Pada bulan Maret 2020, penulis berhasil menyelesaikan studinya dan menghasilkan penelitian yang berjudul *Students' Performance in Writing English Exposition Text of the Eleventh Graders of SMAN 13 Jakarta*.

CURRICULUM VITAE

DATA PRIBADI

Nama Lengkap : Katarina Kriheni Wijayanti
Tempat, Tanggal Lahir : Magetan, 30 April 1997
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PENDIDIKAN FORMAL

- | | |
|---|-------------------|
| 1. SD Negeri Sasak Panjang 01 | Tahun 2003 - 2009 |
| 2. SMP Mardi Yuana Depok | Tahun 2009 - 2012 |
| 3. SMA Mardi Yuana Depok | Tahun 2012 – 2015 |
| 4. Universitas Negeri Jakarta – Pendidikan Bahasa Inggris | Tahun 2015 - 2020 |

PRESTASI

1. Juara 2 Basketball BHK Maquerade Fest 2010 – Tingkat Jabodetabek
2. Juara 2 Kejurda Basket KU-14 2011 – Tingkat Provinsi Jawa Barat
3. Juara 2 Liga Floorball Indonesia 2016 – Tingkat Nasional
4. Juara 1 Liga Floorball Indonesia 2017 – Tingkat Nasional
5. Juara 1 Liga Floorball Indonesia 2018 – Tingkat Nasional
6. Juara 2 Floorball Dekan Cup FIK UNESA 2016 – Tingkat Nasional
7. Juara 3 Floorball Dekan Cup FIK UNESA 2017 – Tingkat Nasional

8. Juara 1 Floorball Dekan Cup FIK UNESA 2018 – Tingkat Nasional
9. Juara 1 Sparta Floorball Open 2018 – Tingkat Nasional
10. Juara 2 Kejuaraan Nasional Floorball antar Perguruan Tinggi 2016 – Tingkat Nasional
11. Juara 2 Kejuaraan Nasional Floorball antar Perguruan Tinggi 2017 – Tingkat Nasional
12. Juara 1 Kejuaraan Nasional Floorball antar Perguruan Tinggi 2018 – Tingkat Nasional
13. Top Score Kejuaraan Nasional Floorball antar Perguruan Tinggi 2018 – Tingkat Nasional
14. Juara 1 Kejuaraan Nasional Floorball antar Provinsi 2017 – Tingkat Nasional
15. Juara 1 UNJ Floorball Open 2018 – Tingkat Nasional
16. Juara 1 UNJ Floorball Open 2019 – Tingkat Nasional
17. Juara 3 Basket Rektor Cup UNJ XXVIII 2018 – Tingkat Universitas
18. Juara 1 Indonesia Floorball Open 2019 – Tingkat Nasional
19. Juara 1 Indonesia Floorball Open 2019 – Tingkat Nasional
20. Juara 2 UNESA Open 2019 – Tingkat Nasional
21. Juara 1 Rektor CUP UNESA 2019 – Tingkat Nasional
22. Peserta *Asia Oceania Floorball Confederation 2018 Singapore*
23. Peserta *SEA GAMES 2019 Phillipines*

PENGALAMAN ORGANISASI

1. 2010 – 2012 Anggota Paskibraka SMP Mardi Yuana Depok
2. 2009 – 2011 Sie. Kerohanian OSIS SMP Mardi Yuana Depok
3. 2012 – 2015 Anggota Paskibraka SMA Mardi Yuana Depok
4. 2012 – 2013 Sie. Pendidikan Bela Negara OSIS SMA Mardi Yuana Depok
5. 2013 – 2014 Wakil Ketua OSIS SMA Mardi Yuana Depok
6. 2015 – 2016 Staf Divisi Olahraga KMK Sacra Familia UNJ
7. 2016 Sekretaris KOP Floorball UNJ
8. 2017 Bendahara KOP Floorball UNJ
9. 2017 Ketua KPU Prodi Pendidikan Bahasa Inggris FBS UNJ
10. 2017 Staf Bidang II Pembinaan Prestasi UKO Mahasiswa UNJ
11. 2018 Kepala Bidang II Pembinaan Olahraga UKO Mahasiswa UNJ
12. 2018 Ketua Pelaksana Fun Klub Olahraga
13. 2018 Ketua Pelaksana Rektor Cup UNJ XXVIII
14. 2019 Ketua Pelaksana State University of Jakarta International Petanque Double Open 2019
15. 2019 Wakil Ketua UKO Mahasiswa UNJ